



Curriculum and Instruction Leaders' Forum
October 17, 2013

Agenda



- Standards and Assessments
- Read to Achieve
- Teacher Effectiveness
- Home Base
- NC Ready for Success
- Updates



Final Academic Achievement Standards and
Final Achievement Level Descriptors for
Assessments

Dr. Tammy Howard



Background

SBE Adopted More Rigorous Content Standards

Expectations for Students Increased

New Tests Aligned to These Expectations



Rigor Evident in Other Measures

National Assessment of Educational Progress (NAEP)

The ACT

2011: Grade 4 – Math 39%; Reading 32%
2011: Grade 8 – Math 34%; Reading 32%

2013 Graduate Data Met all 4 Benchmarks = 26%



Prepares Students for a More Demanding Job Market

College Ready

Career Ready



College and Career Readiness

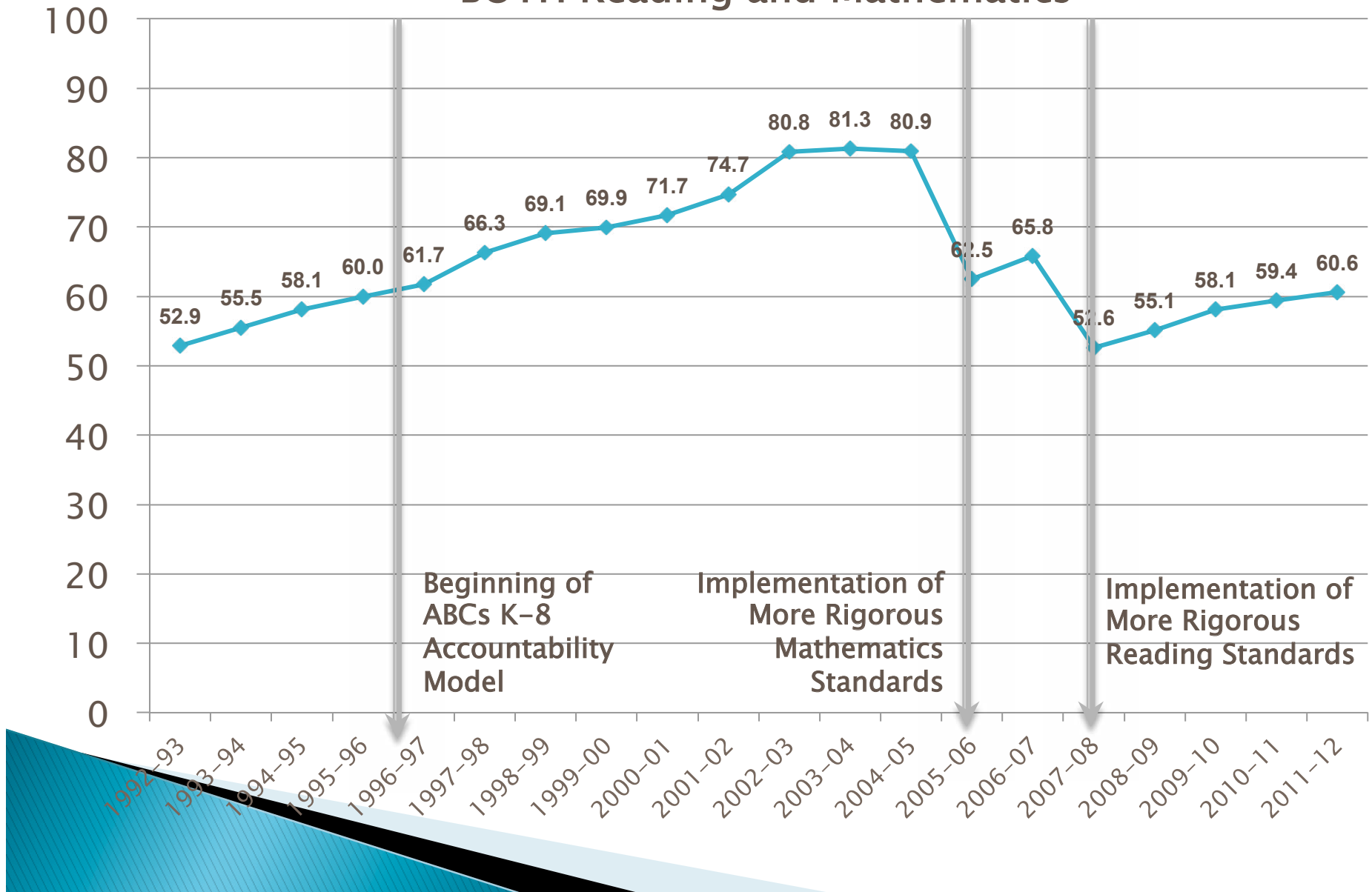
It is important to remember that we have **raised expectations** significantly in the 2012–13 school year.

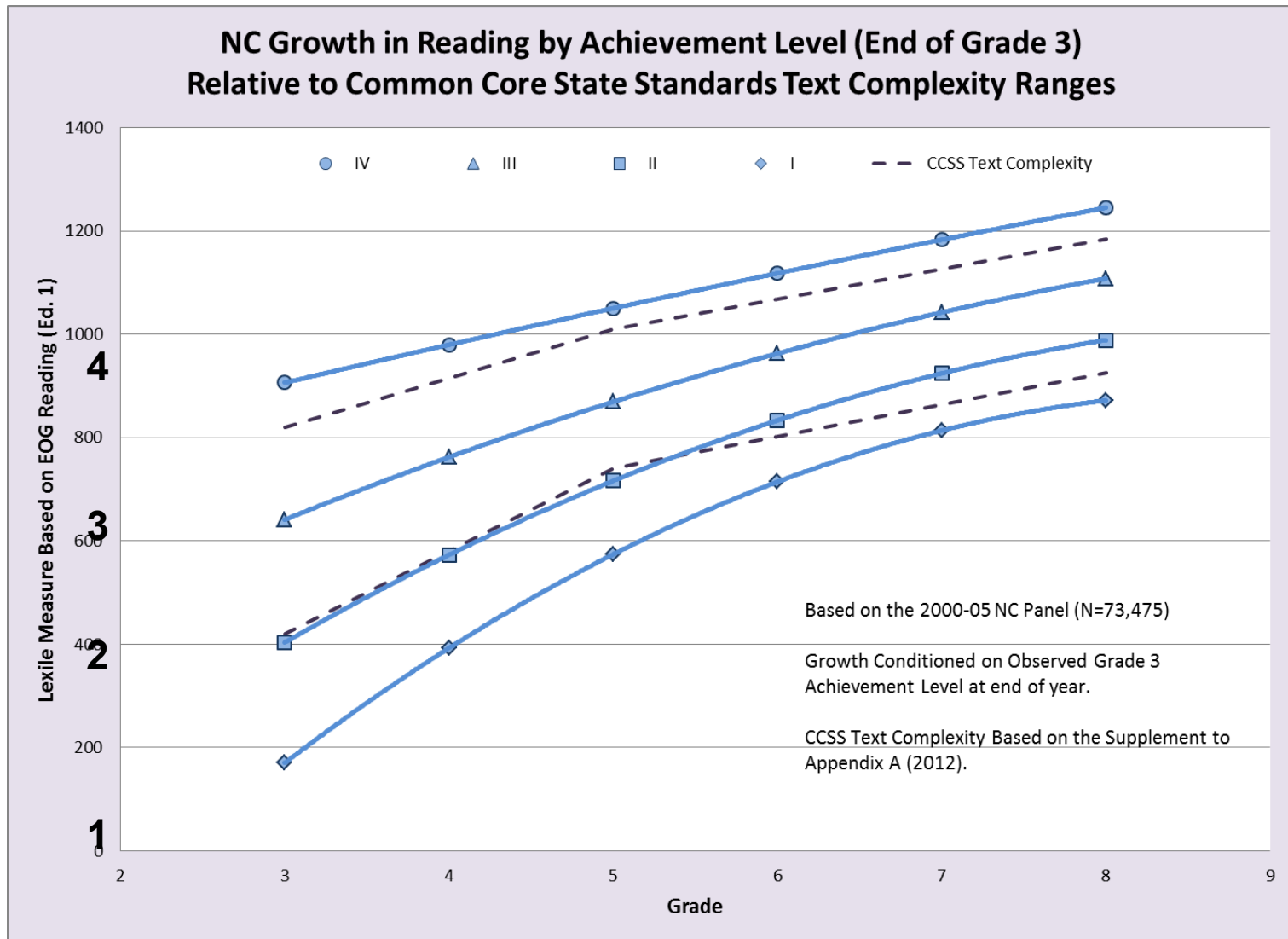
Claims in the Past:
Grade-level Proficiency Only

Claims in the Future:
Grade-level Proficiency and
Career– and College– Readiness



1992-93 to 2011-12 EOG General Test Multiple Choice Test Results Statewide Percent of Student at or above Level III in BOTH Reading and Mathematics

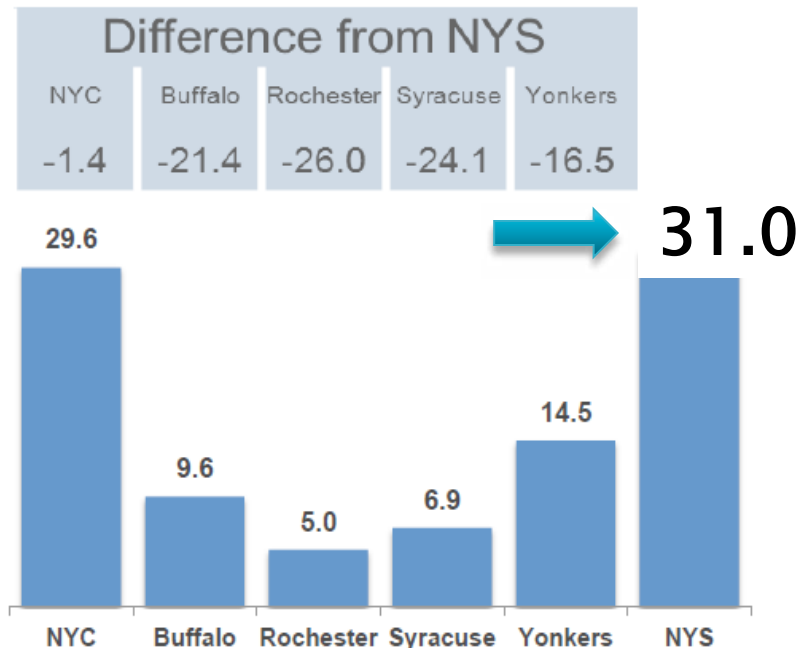




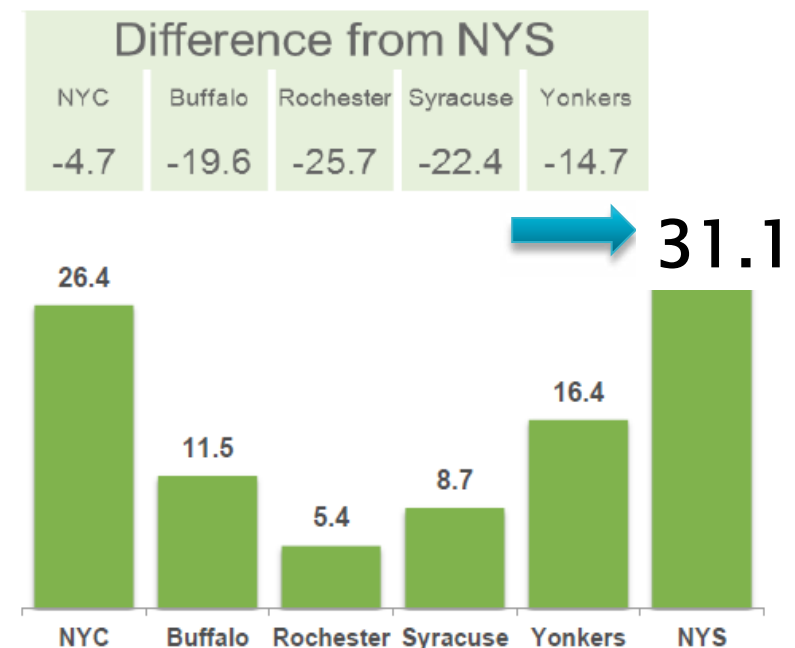
New York State Assessment

Percent of Students At or Above Proficient on the New NYS Common Core Tests, by City and NYS

3-8 GRADE MATH



3-8 GRADE ENGLISH



- ▶ SOURCE: Presentation, 2013 New York State Common Core Test Results: New York City Grades 3 – 8, August 2013

Kentucky State Assessment

Reading

Elementary
% Proficient **48.0**
Secondary
% Proficient **46.8**

READING - Performance Level						
	Number Tested	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/Distinguished
Level	State	State	State	State	State	State
▶ Elementary School	152,121	26.3	25.7	31.4	16.6	48.0
▶ Middle School	150,651	28.9	24.3	30.1	16.7	46.8

MATHEMATICS - Performance Level						
	Number Tested	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/Distinguished
Level	State	State	State	State	State	State
▶ Elementary School	152,121	21.2	38.3	30.4	10.0	40.4
▶ Middle School	150,651	21.2	38.2	31.0	9.6	40.6

School Year: 2011-12

- ▶ SOURCE: <http://applications.education.ky.gov/SRC/AssessmentByState.aspx>

Math

Elementary
% Proficient **40.4**
Secondary
% Proficient **40.6**



Standard Setting Process





Adopted Cut Scores

- ☐ October 3: State Board of Education (SBE) adopted Academic Achievement Standards (cut scores) and Academic Achievement Level Descriptors
- ☐ October: NCDPI applying the cut scores to the 2012–13 tests and generating READY Accountability results for presentation to the SBE on November
- ☐ November 7: Public website with state, district and school results for 2012–13
- ☐ November 7: Software available to produce Individual Student Reports
 - ☐ Redesigned with explanation of what the scores mean on the back side of the report



Now What?

Communication



1. Increased rigor
2. College and Career Readiness
3. Students are learning and growing, but there is a new expectation

Data Review



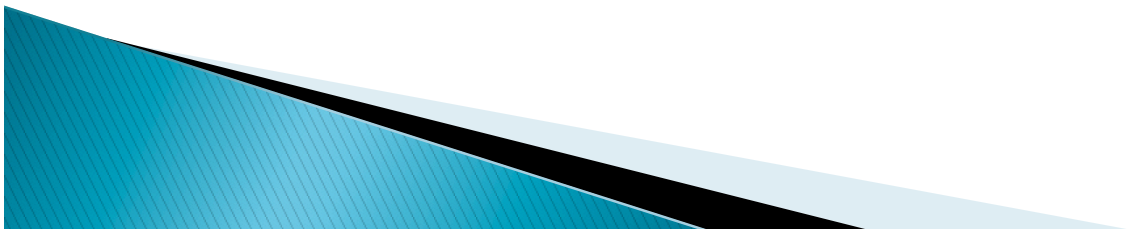
1. Performance
2. Growth
3. Targets
4. Participation



Smarter Balanced Assessment Consortium
Dr. Tammy Howard

What is Smarter Balanced?

- ▶ One of two assessment consortia for general student population funded under a RTTA USED grant
- ▶ State-led governance structure
 - 26 member states; 23 governing states
 - North Carolina is a governing state and has representation from K-12 and Higher Education



Purpose

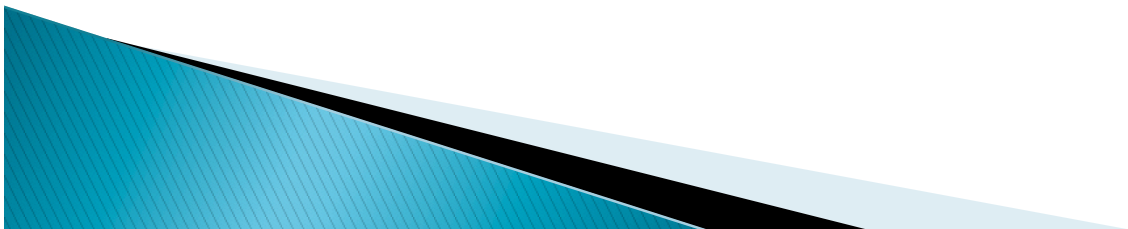
- ▶ To develop a comprehensive and innovative assessment system for grades 3–8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...
- ▶ ...students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching

[The assessments shall be operational across Consortium states in the 2014–15 school year]



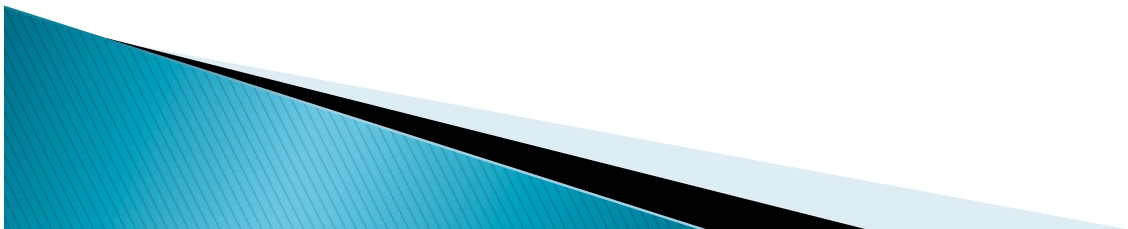
Features

- Rigorous assessment of progress toward “college and career readiness”
- Common cut scores across all Consortium states
- Provide both achievement and growth information
- Valid, reliable, and fair for all students, except those with “significant cognitive disabilities”
- Administer online
- Use multiple measures
- Operational in 2014–15 school year



System of Assessment

- ▶ Summative assessment to be given at end of year
- ▶ Interim assessments to check student progress throughout the year
- ▶ Digital library of formative assessment practices and professional learning resources for teachers



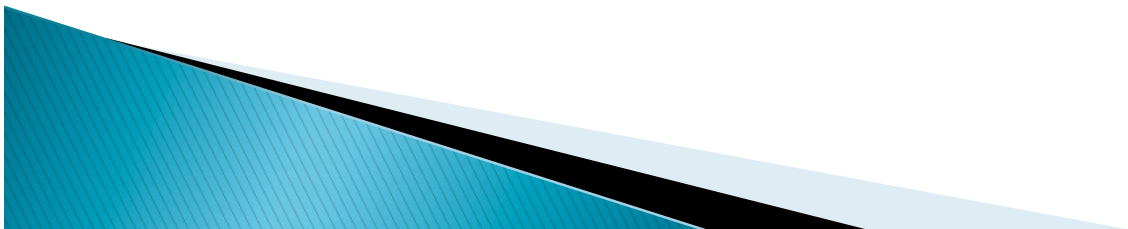
Smarter Balanced

- ▶ Computer Adaptive
 - Adapts to students level of achievement
 - More precise measurement, particularly for high or low performing students
- ▶ Variety of Item Types
 - Selected Response
 - Technology Enhanced Items
 - Constructed Response
 - Performance Tasks



Next Steps

- ▶ Presentation to State Board of Education in November
 - Participation
 - Timeline
- ▶ Field Test: Spring 2014
- ▶ Assessing Technology Readiness



Resources

Smarter Balanced
can be found
online at:

SmarterBalanced.org

The screenshot shows the homepage of the Smarter Balanced Assessment Consortium. At the top, there is a navigation bar with links for Home, Contact Us, and Member States Login. Below this is a search bar and a 'Stay Connected' button. The main header features a large banner with the text 'Helping States Prepare for New Assessments' and a sub-header stating that Smarter Balanced and PARCC are collaborating to develop a Technology Readiness Tool. To the right of the banner is a 'READ MORE' link. Below the banner, there are three columns of content. The first column, titled 'Smarter Balanced Assessment Consortium', describes the consortium's mission and includes a 'READ MORE' link. The second column, titled 'Latest News', features two articles: 'Computer Adaptive Testing Event Now Available' and 'California's Young Joins Executive Committee'. The third column, titled 'School Years', lists the implementation years for the assessments: 2009-2010, 2010-2011, 2011-2012 (highlighted), 2012-2013, 2013-2014, and 2014-2015. The 2011-2012 section includes a 'What's Happening' sub-header and a brief description of the consortium's work.

Smarter Balanced Assessment Consortium
Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [READ MORE](#)

Latest News
Computer Adaptive Testing Event Now Available
This recorded webinar addresses the advantages of adaptive testing and the critical decision points in designing, developing and administering an effective computer adaptive assessment to measure student achievement and growth. [READ MORE](#)

California's Young Joins Executive Committee
Dr. Beverly L. Young, assistant vice chancellor of academic affairs for the California State University System, has been named to the Consortium's Executive Committee. Young is one of two higher education representatives on the nine-member governing body and also serves as a Smarter Balanced higher education lead for California.

School Years
Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what's happening and when.

- 2009-2010
- 2010-2011
- 2011-2012**
 - What's Happening**
Smarter Balanced is creating content specifications aligned to the Common Core State Standards and test development guidelines and materials. [READ MORE](#)
- 2012-2013
- 2013-2014
- 2014-2015



EOC/EOG Communication
Michael Yarbrough

What's Been Done So Far



- Held editorial board meetings in the summer with major newspapers and broadcast media preparing them for score drops
- Developed animation of READY logo to explain reason for raising standards, available at http://youtu.be/HcNYt5_K6CU
- Held statewide broadcast television show (available at <http://video.unctv.org/video/2365082029/>); Set stage for lower scores and explaining need for higher standards
- Press release Oct. 3 set tone for what's to come
- Talking points sent to Superintendents, PIOs
- Letters drafted for parents

Between Now and November 7



- Background packets released week of Oct. 21
 - Explanation for why we test
 - Explanation of new standards and why
 - Test samples
- Dr. Atkinson video explaining new scores for Nov. 7 release
- NCDPI officials prepared for media interviews
- Letters for lawmakers, board members, business leaders
- FAQs
- Webinar for media/PIOs week before release

Things to Know



- PIOs working behind the scenes
 - Sharing communication plans
 - Already meeting with local media reps
 - Lining up principals/administrators for interviews after release
 - "Priming" principals, teachers, parents in their communities
- Goals By Nov. 7:
 - New scores will be "old news"
 - Districts and schools fully prepared for release of new scores
 - Districts and schools fully prepared for questions from parents, community



Read to Achieve
Carolyn Guthrie

Comprehensive Reading Plan

- Districts/schools use as guide
- Specifically states what NCDPI will do
- Sections for LEAs, Administrators, Teachers follow same outline
 - These sections are suggestions/recommendations, not requirements

Appendices



- Practical suggestions for classrooms – literacy rich instruction
- Questions for administrators to ask when discussing reading instruction
- 90 minute reading block examples
- Glossary of document terms
- Resources and references

Summer Reading Camps



- Funding formula
- No waivers
- Predicting numbers
- Teachers recommended by principals

Ways to Demonstrate Proficiency



- EOG
- Read to Achieve and/or retake of EOG
- Portfolio

Portfolio Process



- Approved by SBE
- Training by Regional Accountability Coordinators and K-3 Literacy Consultants
- 3 Components for complete portfolio
 - mClass Reading 3D student summaries
 - PEP, if applicable
 - 36 Proficient passages

Portfolio Passages



- Developed by NCTOPS
- Mini EOG-style passages with 5 questions focused on one standard
- A completed portfolio will contain 36 proficient passages
 - 3 proficient passages for each of 12 standards
 - Proficiency equals 80% or 4 out of 5 questions correct
- Implementation Guide

<http://www.livebinders.com/play/play/850102>

RtA Portfolio Completion



- Pathways for Completion
 - End of 3rd grade, completed portfolio may be used as a Good Cause Exemption
 - If the portfolio is not complete by the end of 3rd, a student may continue work on contents during Summer Reading Camp
 - If the portfolio is not complete by the end of Summer Camp, a student may continue work on contents until November 1, the mid-year promotion date

















Personal Education Plans



- Begin in Kindergarten
- After first nine weeks
- mClass is “jumping off” point
- Use multiple forms of data to make decisions about PEPs

Time of Year View



mCLASS Reading 3D		District: Professional ...	School: 12-13 NWT PM ...	Class/Group: NWT-PM	N WT1				
		Class Summary	BOY	MOY	EOY	Percentiles			
Grade 2		DIBELS Next					Reading 3D		
		BOY	NWF CLS ▶	NWF WWR ▶	DORF Flu. ▶	DORF Acc. ▶	DORF Retell ▶	TRC ▶	WR
Name		Comp. Score	Goal 54	Goal 13	Goal 52	Goal 90%	Goal 16	Goal I	List Score
Ashley, Andrea			27	0	51	69	11 	C ^N	B14
Centerson, Yvette			32	6	46	87	11 	E ^F	B12
Goldberg, Sally			43	2	36	77	8 	E ^F	B11
Jackson, Michael			32	4	41	87	8 	G ^F	B16
Johnson, Tom			38	3	49	96	14 	G ^F	
Kylie, Serena			42	0	36	82	10 	G ^F	B17
Paupardin, Ninon			60	15	83	98	17 	I ^N	
Powell, Kim			75	23	92	98	20 	L ^N	

Tap a score to view the Probe Detail



Questions??

carolyn.guthrie@dpi.nc.gov

www.ncpublicschools.org/k-3literacy/

<http://www.livebinders.com/play/play/850102>

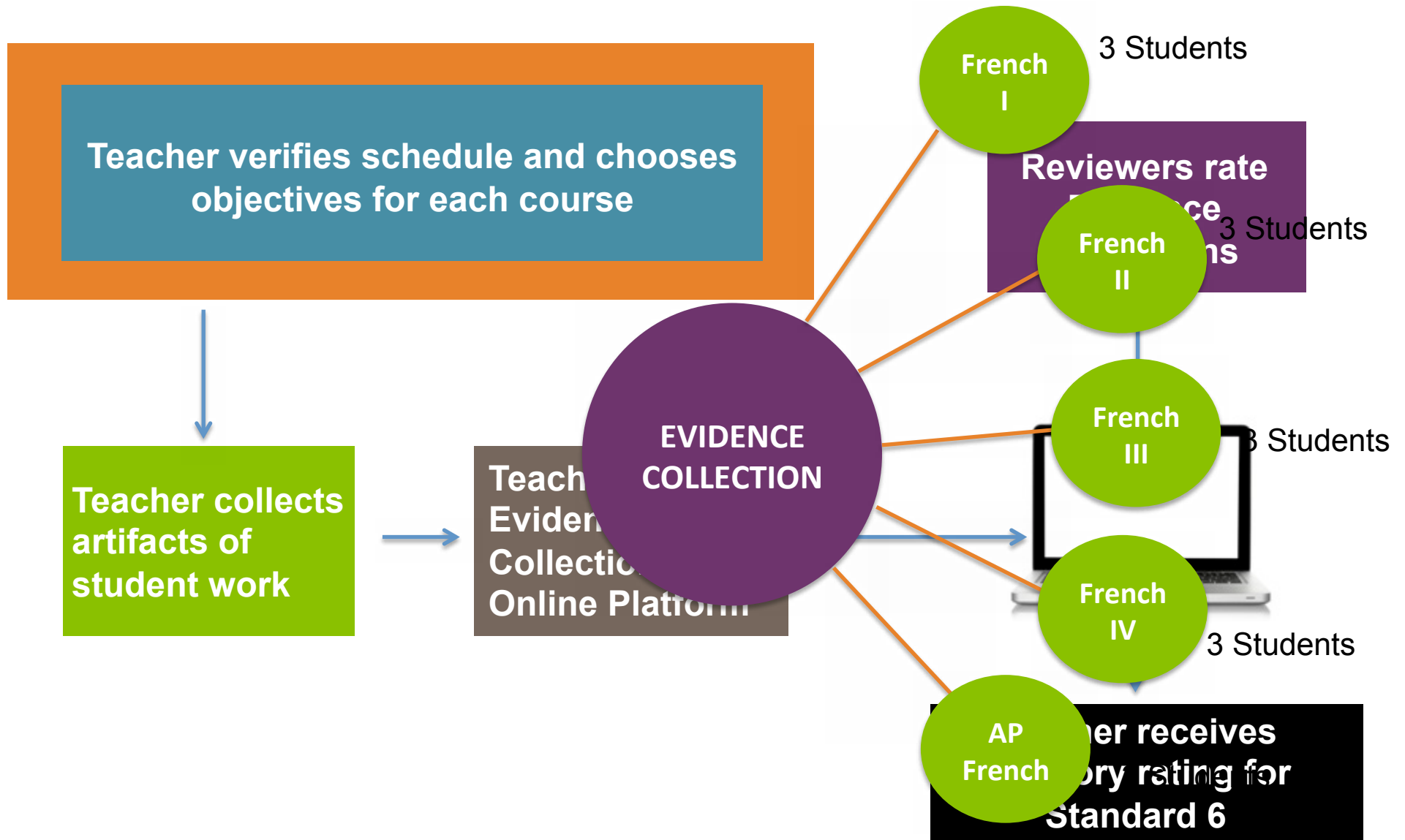




Analysis of Student Work
Jennifer DeNeal



Analysis of Student Work Process





Analysis of Student Work Process

ASW Spring 2014 Participation Form:

<https://bit.ly/ASWapp2014>

Questions?

Please contact Jennifer DeNeal at

EducatorEffectiveness@dpi.nc.gov



NC Final Exams
Dr. Tammy Howard

NC Final Exams

GCS-A-016 Adopted October 3, 2013 by
the State Board of Education

**STATE-DESIGNATED ASSESSMENTS
FOR USE IN THE NORTH CAROLINA
TEACHER EVALUATION PROCESS**



Assessments Used in the Teacher Evaluation Process for Standard Six and Standard Eight:

1. End-of-Grade English Language Arts/Reading (grades 3-8)
2. End-of-Grade Mathematics (grades 3-8)
3. End-of-Grade Science (grades 5 and 8)
4. End-of-Course Math I
5. End-of-Course English II
6. End-of-Course Biology
7. NC Final Exams
8. K-3 Checkpoints
9. Career and Technical Education State Assessments
10. Analysis of Student Work for Performance-Based Courses
11. Locally Developed Processes for Measuring Student Growth



NC Final Exams

Testing Window

- Last 5 days of the course for block or semester courses or
- Last 10 days of the course for yearlong courses

Test Administration

- Must be the final exam for the course and count as at least 20 % of the student's final grade for the course
- Students shall not be exempt from taking the test
- Students who are identified as failing a course/grade/subject for which an assessment is required shall take the test



Participation

- Regardless of the grade level in which the course is offered, students enrolled in courses in which assessments are required shall take the appropriate assessment at the completion of the course.
 - This requirement does not apply to students for Science NC Final Exams at grades 4, 6, and 7 whose teachers have their test scores for the same school year from the end-of-grade tests of English Language Arts/Reading and/or Mathematics.
 - This requirement does not apply to students for Social Studies NC Final Exams at grades 4, 5, 6, 7 and 8 whose teachers have their test scores for the same school year from the end-of-grade tests of English Language Arts/Reading, Mathematics, and/or Science.



Grades 3-8 Only

- School Systems may elect to use the Science and Social Studies Final Exams even if teachers have English Language Arts/Reading, Mathematics, **or** Science scores.
- Requirement of counting the test as 20% of the student's final grade for each respective course does not apply to end-of-year assessments in grades 3-8.
- However, public schools may adopt policies to use results from end-of-year assessments in grades 3-8 elementary and middle school assessments as part of the student's final grade.



NC Final Exams School Year 2013-2014		
Course Name	NC Final Exam Required (Cover Title)	Constructed Response (CR) Items
English I	English Language Arts I	
English III	English Language Arts III	2
English IV	English language Arts IV	
4 th Grade Social Studies ¹	Grade 4 Social Studies	
5 th Grade Social Studies ¹	Grade 5 Social Studies	
6 th Grade Social Studies	Grade 6 Social Studies	
7 th Grade Social Studies	Grade 7 Social Studies	
8 th Grade Social Studies	Grade 8 Social Studies	2
Civics and Economics Course	Civics and Economics	2
United States History	U.S. History	
World History Course	World History	2
American History Course I: The Founding Principles	American History I	2
American History Course II	American History II	2
4 th Grade Science ¹	Grade 4 Science	
6 th Grade Science	Grade 6 Science	
7 th Grade Science	Grade 7 Science	
Physical Science	Physical Science	
Chemistry	Chemistry	2
Physics	Physics	2
Earth/Environmental Science	Earth/Environmental Science	
Geometry	Common Core Geometry	
Math II ²	Math II	2
Algebra II	Common Core Algebra II	
Math III ²	Math III	2
Integrated Mathematics III	Common Core Integrated Math III	
Advanced Functions and Modeling	Advanced Functions and Modeling	
Discrete Mathematics	Discrete Mathematics	
Pre-Calculus	Precalculus	

¹NC Final Exams for 4th and 5th grade Social Studies and for 4th grade Science will not be available for administration until the spring 2014 semester.

²In 2014-15, the plan is to replace the CR items in Math II and Math III with machine-scorable gridded-response items.



Administration Time and Testing Schedule

Activity	Time
Administration Time	120 Minutes
2 Two-Minute Breaks	4 Minutes
General Instructions	12 Minutes (estimate)
Total Time	136 Minutes (estimate)

- Administration time must not exceed 120 minutes for all NC Final Exams (elementary, middle, and high school)
- Must be administered in one school day
- Exceptions---students with documented testing accommodations (e.g., *Multiple Testing Sessions, Scheduled Extended Time*)



Accommodations

- Students with disabilities, including students only receiving services under Section 504, may receive testing accommodations for the NC Final Exams
 - Students should receive the accommodations they use routinely during their instructional programs and similar classroom assessments
- Special print versions are available for order
 - Braille
 - Large Print (LP)
 - One Test Item Per Page Edition (OTIPP)
 - Requests for special print versions other than Braille, LP, or OTIPP must be submitted on an Accommodation Notification Form
 - Requests for special print versions must be placed at least 30 days before the test date

Alternate Assessments

- Not available for the NC Final Exams



Test Materials

- Paper-and-pencil administrations only for 2013-14 (i.e., no online)
- NCDPI will print all test materials
 - Test books
 - Answer sheets (3)
 - All multiple-choice
 - Multiple-choice and 2 CR items beneath the MC
 - English III
 - Ancillary Materials (e.g., graph paper, formula sheets, reference tables)
- Schools will need to supply calculators
 - Scientific calculators for Physical Science, Chemistry, Physics, Earth/Environmental Science, and Common Core Geometry
 - Graphing Calculators for all other math exams



Test Administrators

Selection of Test Administrators

- If the test administrator is the teacher who teaches the students in the subject/course of the NC Final Exam being administered (i.e., teacher of record), then two adults (i.e., the teacher and a proctor) must be present throughout the test administration.
- If the test administrator is a teacher who teaches the same subject/course as the NC Final Exam being administered, (i.e., not the teacher of record), two adults (i.e., the teacher and a proctor) must be present throughout the test administration.
- If the test administrator is a teacher who does not teach the subject/course of the NC Final Exam being administered, then local education agencies (LEAs) may elect not to require a second adult (i.e., proctor) be present throughout the test administration and instead use a roving proctor to monitor the test administration.



Proctors

Selection of Proctors

The principal is responsible for the assignment of trained proctors to NC Final Exam administrations. Proctors must be present throughout the following testing sessions:

- When the test administrator is the teacher who teaches the students in the subject/course of the NC Final Exam being administered (i.e., teacher of record).
- When the test administrator is a teacher who teaches the same subject/course as the NC Final Exam being administered (i.e., not the teacher of record).



Roving Proctors

- Roving proctors must be trained before each test administration.
- Roving proctors must be responsible for no more than three classrooms that are centrally located.
- Students must be informed before the day of the test administration that a roving proctor will be coming in and out of the testing room to monitor their test administration.
- The LEA/charter school test coordinator must consider the test group(s) that will be monitored by a roving proctor(s). For example, a small group of students who are easily distracted might not be the best test group for a roving proctor.
- The LEA/charter school test coordinator will specify the logistics for roving, such as the room assignments, the time spent monitoring in each testing room, and whether the testing room door is to be left open or closed during the testing session.
- The test administrator can neither be the teacher of record (i.e., teacher of the group tested) nor be a teacher of the subject matter being tested.
- There cannot be more than 30 students in the testing class or group. Testing rooms with over 30 students require a full-time proctor.



Test Items

All NC Final Exams will contain a small portion of experimental (field test) items that do not count toward or against a student's score



Scanning and Scoring

- LEAs will scan the multiple-choice questions
- LEAs will ship all answer sheets **with CR items only** to TOPS for additional analysis
- The CR items will not be included in the student score



Testing Code of Ethics

- GCS-A-010 applies to the administration of all NC Final Exams
- All testing irregularities are to be filed in OTISS effective 2013-2014





NC Ready for Success
Dr. John Denning



The UNIVERSITY of
NORTH CAROLINA

a Multi-Campus University

North Carolina
INDEPENDENT
Colleges & Universities



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



CURRICULUM & INSTRUCTIONAL LEADERS' FORUM

OCTOBER 17, 2013

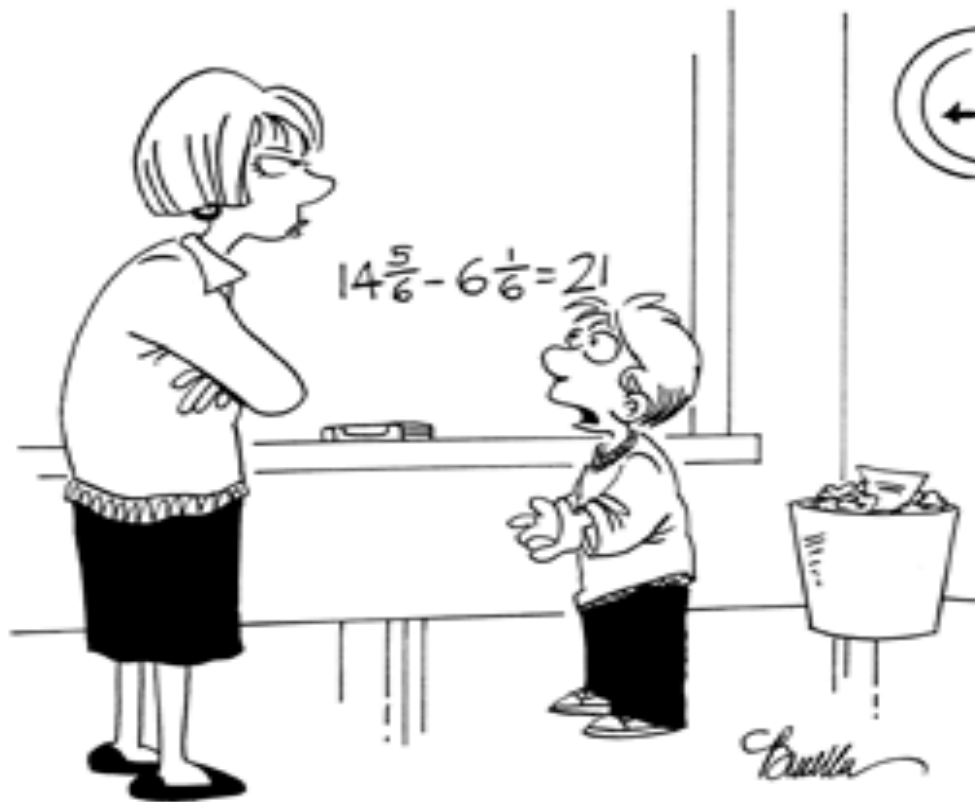
EMBASSY SUITES

GREENSBORO, NORTH CAROLINA

**DR. JOHN D. DENNING, STATE DIRECTOR
K-12 & POSTSECONDARY ALIGNMENT INITIATIVES**

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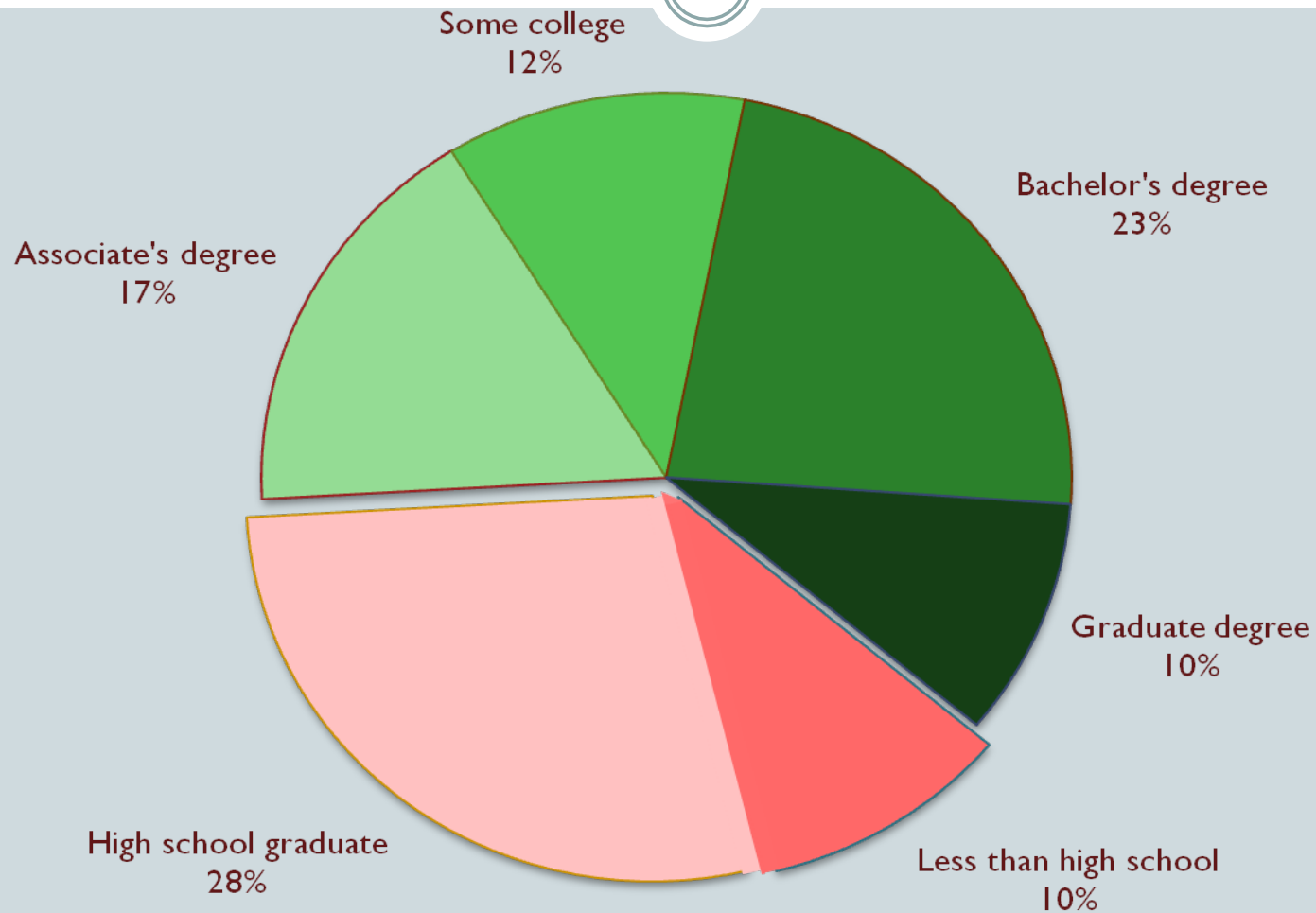
www.martybucella.com



"Instead of coming all the way up here from the back of the room, next time couldn't I just text you the answer?"

Technology is changing the way we teach and learn

Education Requirements for Jobs, 2018

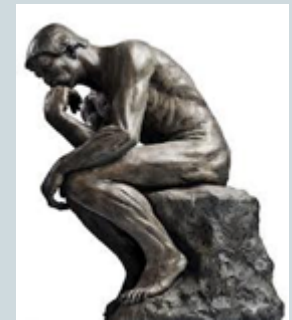
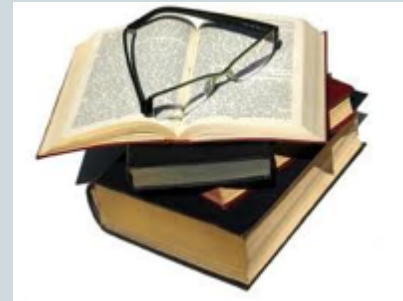




**What do we want students to know
and be able to do in the 21st century?**

Skills Necessary for the 21st Century

- Research and evidence gathering
- Critical thinking and decision making
- Communications and teamwork!



Common Core State Standards

“Common”
Created by states,
for states.....
...intended to
be the same
among states

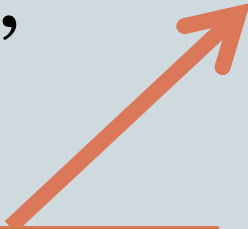


Common Core State Standards

ELA/Literacy

- **Building knowledge through content-rich nonfiction**
- Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

Not a mile wide and only an inch deep



Mathematics

- **Think across grades, and link to major topics**
- **Rigor:** In major topics - pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

Readiness → Completion → Vitality



Readiness

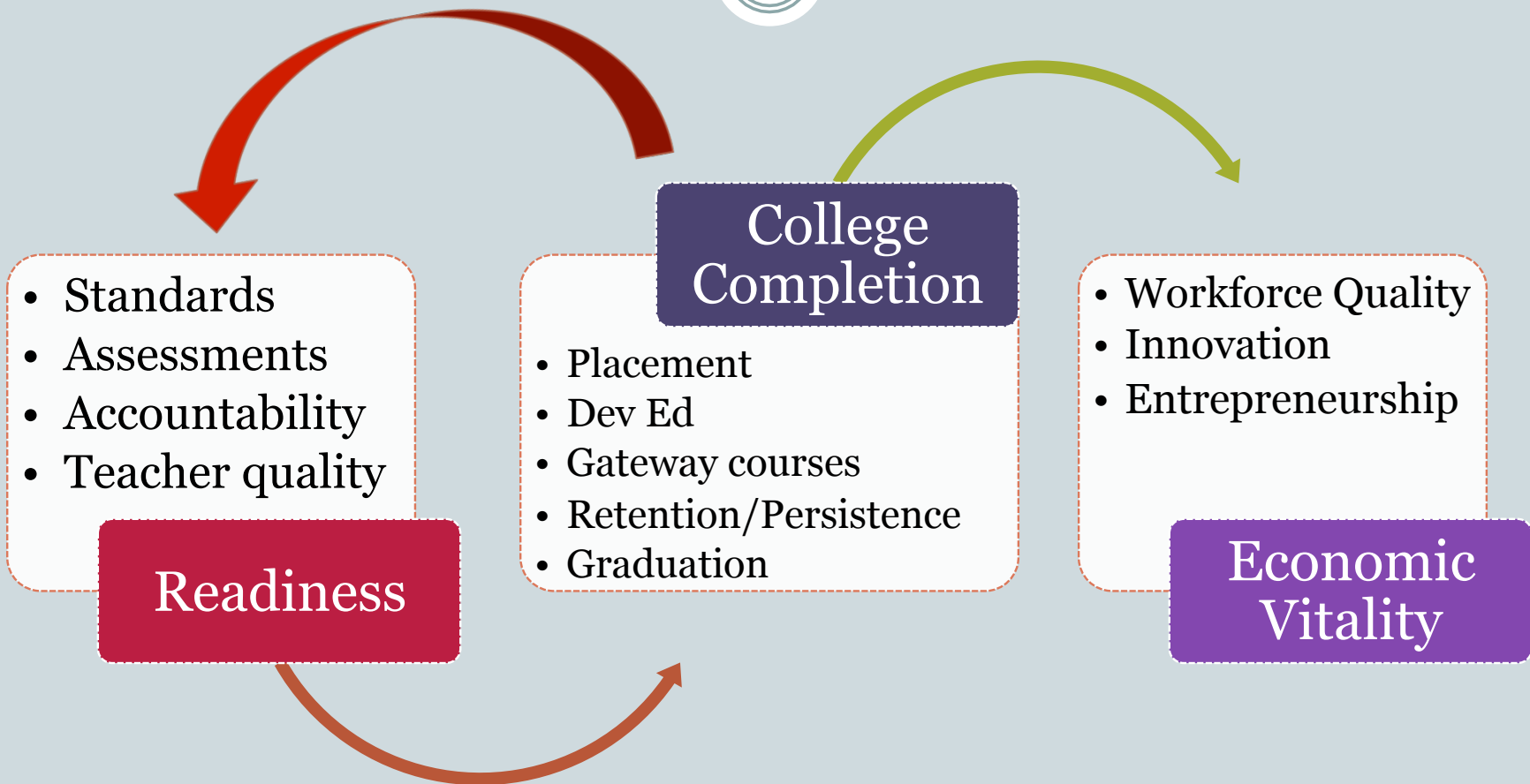


College
Completion



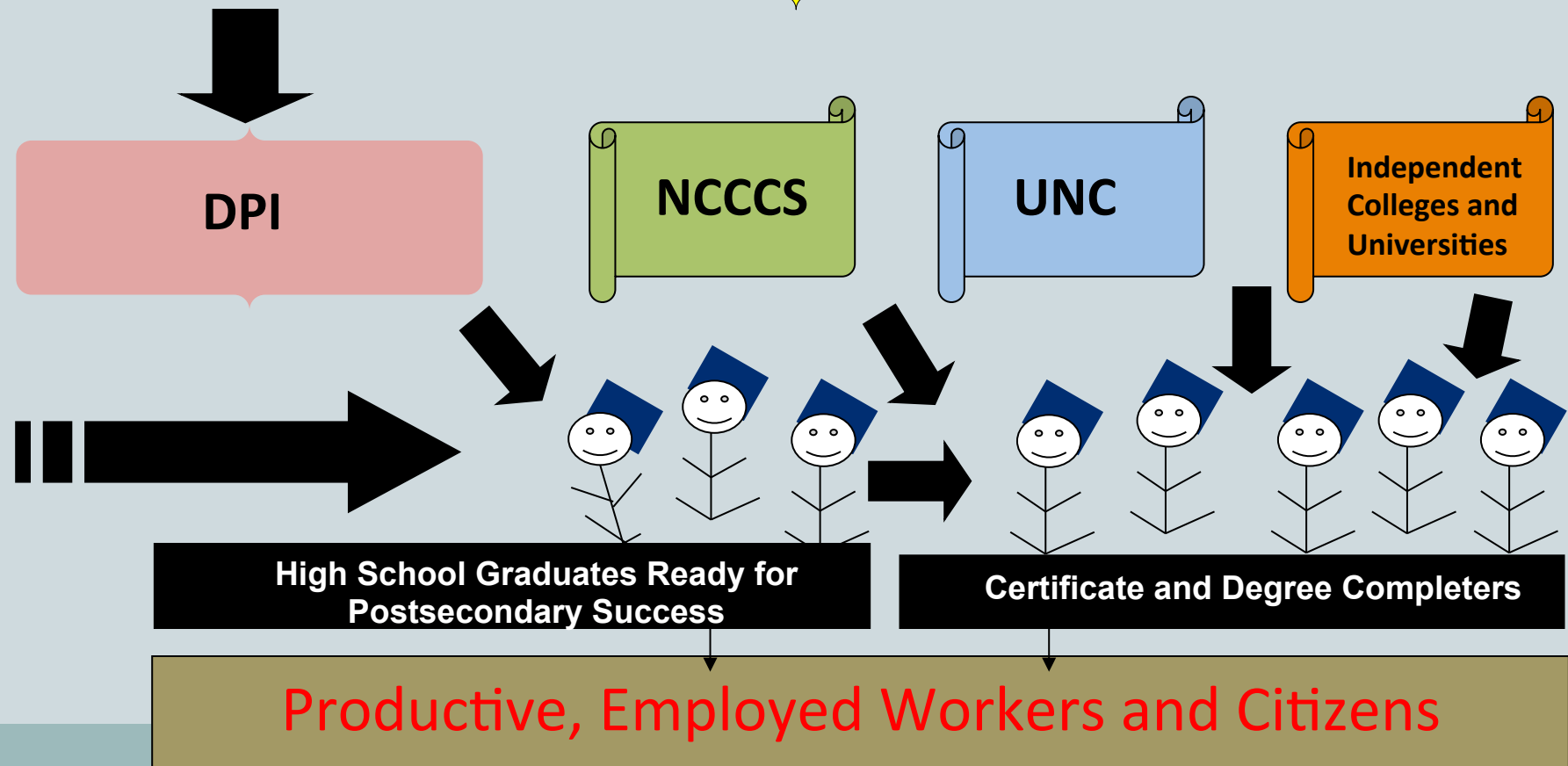
Economic
Vitality

Readiness → Completion → Vitality



THE IMPACT OF COMMON CORE

COMMON CORE STANDARDS



So now what?



State-wide policy imperatives

- ◆ defining readiness: what does this really look like?
assessments: state made, “next generation,” costs,
policy considerations?
placement: how do we do a better job of positioning
students for success on the front end?
- ◆ collaboration and dialogue across sectors

Overview of NC Ready for Success



Core to College Grant

1 of only 12 states

Gates, Lumina, Hewlett, RPA Foundations

All of a state's education sectors to work hand-in-hand

Be a driver for college and career readiness

North Carolina's Core to College Grant

GOALS:

- 1. Increase understanding** of NC new Career and College Readiness Standards.
- 2. Create meaningful alignment** between K-12 and postsecondary sectors. (expectations, standards, assessments)
- 3. Adopt a common definition** of career and college readiness.

North Carolina's Core to College Grant

GOALS:

Increase understanding:

- Website: www.NCReadyforSuccess.com
- Variety of convenings across the state (CC, UNC, privates and K-12)
 - *Imagining Conversations*
 - *Leadership Forums*
 - *Summits*

North Carolina's Core to College Grant

GOALS:

Common readiness definition:

- Documentation of other state's efforts
- Steering Committee working on a draft to take to:
 - SBE
 - Board of Governors
 - State Board of Community Colleges
 - Ed Cabinet



GOALS:

Alignment:

- Steering Committee
- Assessments
- Articulation agreements
- Mini-grants
- Ed Cabinet support



ALIGNMENT TEAMS

Selected faculty from across CC, UNC, privates and K-12

One in English – with a focus on writing

One in Math – with a focus on quantitative literacy

Goals:

- Learn from and work across sectors collaboratively
- Produce teaching and learning resources
- Provide recommendations to governing boards about ways to enhance alignment and articulation across sectors.



ALIGNMENT CONVERSATIONS

Regionally based conversations with faculty from across CC, UNC, privates and K-12

Faculty will be asked to investigate and learn from another same discipline colleague

Focus on instruction, assessment – ways to enhance the 11th, 12th grade experience in HS and connections to post-HS options

NC Ready for Success Fellows will then come together to discuss their experiences and make recommendations

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"There was a time when one degree was enough, but now you'll be competing against younger people with degrees in both hunting and gathering."

©Marty Bucella

www.martybucella.com



"These days it isn't enough to be qualified in just fire or brimstone. Today you have to be proficient in both."

In the 21st century, a variety of skills are important...



Questions?

FOR MORE INFORMATION

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State Director, K-12 and Postsecondary Alignment

919.807.7099

JDenning@NCReadyforSuccess.com



READY

**Summer
Institutes**

2013

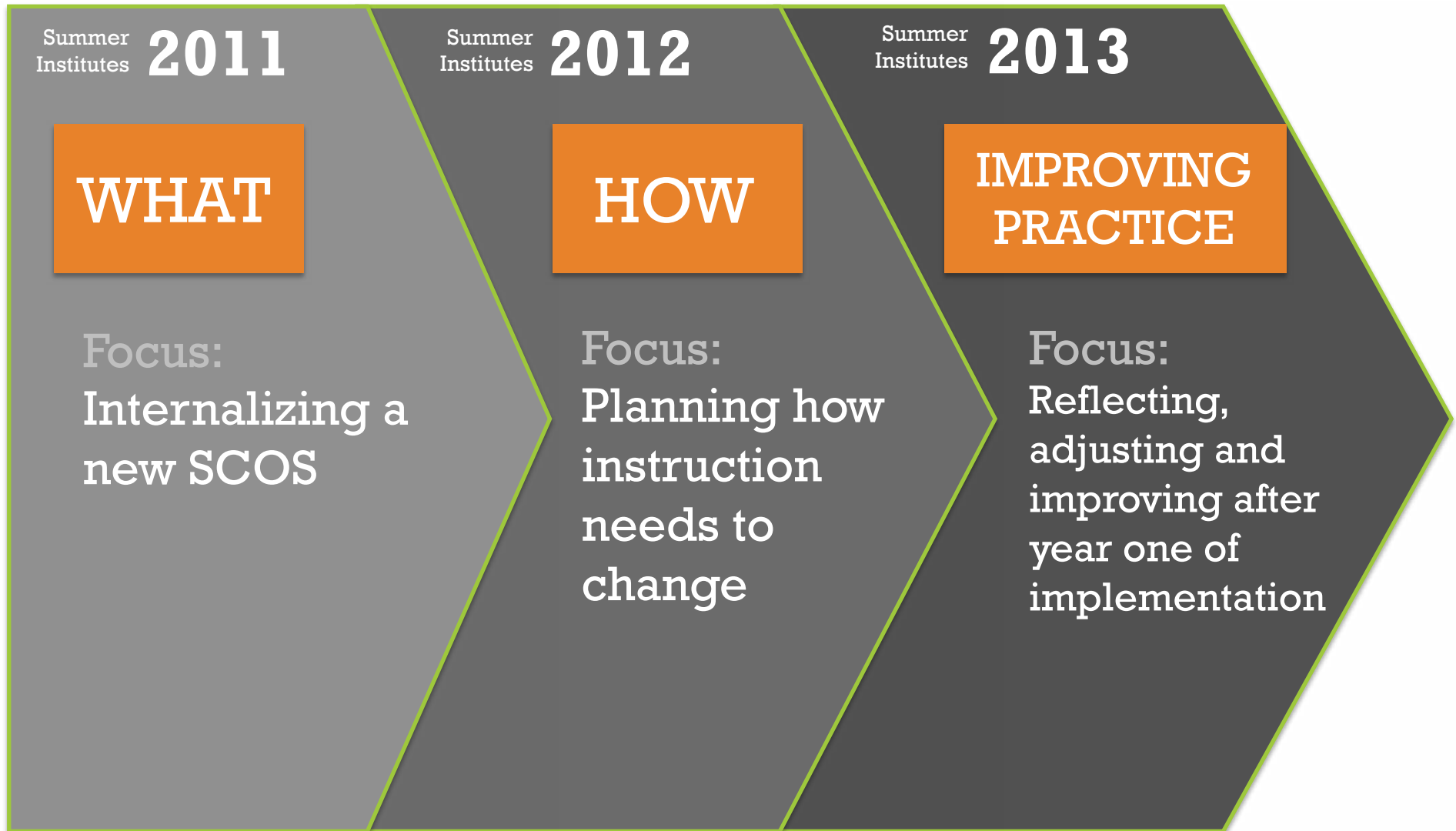
Changing
Teacher
Practice

Changing
Student
Outcomes





Learning Path





Snapshot of a Session

Among the best attended sessions were Home Base and Building PD Capacity













Summer Institutes 2013 | *Changing Teacher Practice* ♦ *Changing Student Outcomes*

East & West tweetup, #NCSI13





Q "#ncsi13" @JoycieGardner



Heather Mullins @Carolinablo... now
Had a great FTT with Lexington City Schools! They worked hard and got it done! #ncsi13

Details



Jessica Garner @jessicacgarner 3m
@kellihsmit Thanks for the shout-out! #NCSI13

Conversation



Jessica Garner @jessicacgarner 4m
Winston Salem discussing creation of a professional development council to align school and district PD. Love it! #NCSI13

Details

@ Mentions @JoycieGardner



Joyce Gardner @JoycieGardner 23h
RT @JoycieGardner: #ncsi13
forbes.com/sites/doriecla...

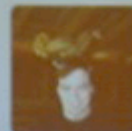
@teachertechcc Public Schools need Twitter

Details



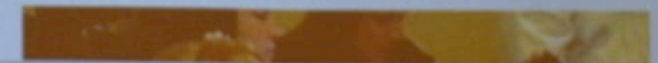
Deborah Suttles @DeborahSuttles 4d
@JoycieGardner Looking forward to attending later this month!

Conversation



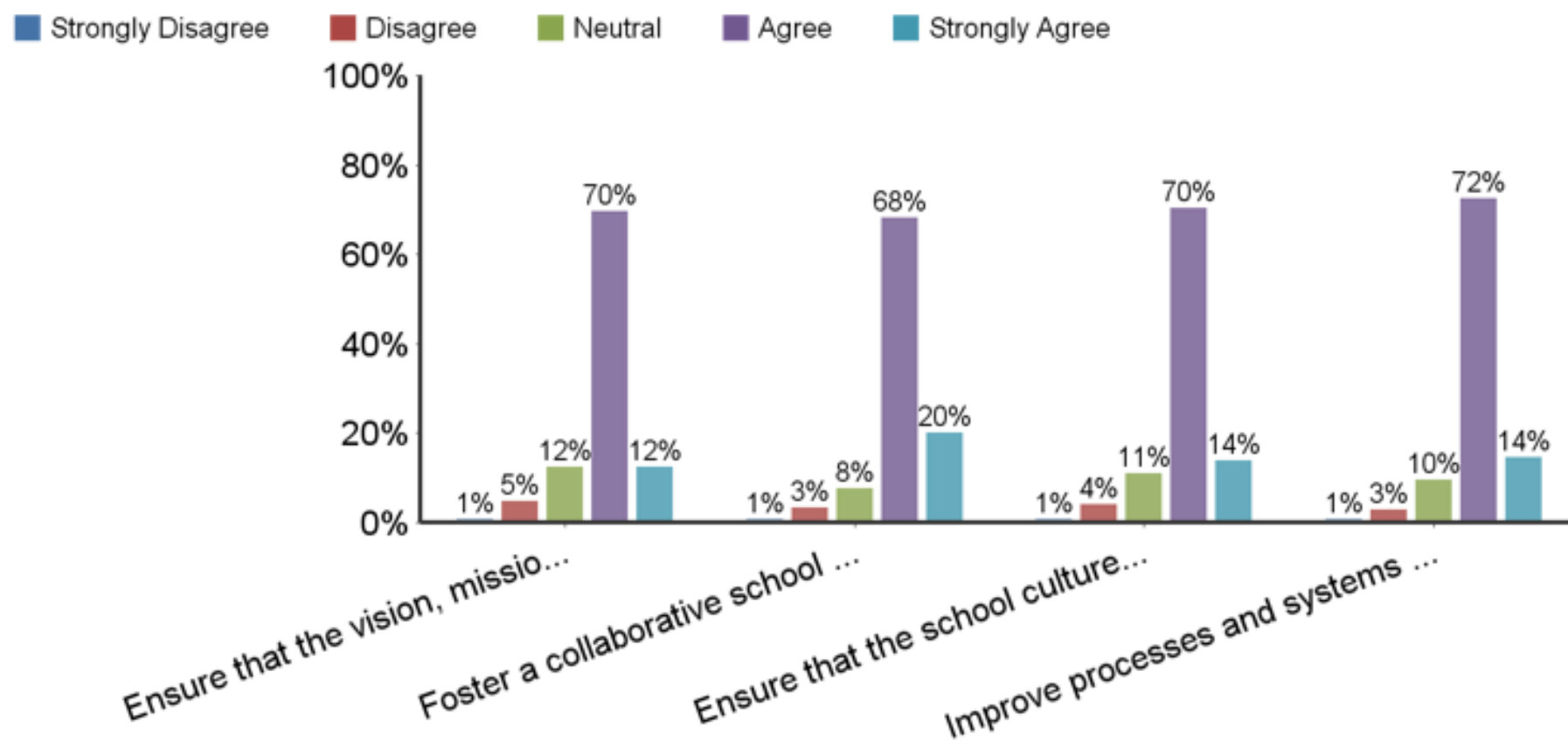
Jason Lineberger @teachertec... 6d
#Brooke RT @JoycieGardner: #ncsi13. Cleveland County Schools team Tweets!

pic.twitter.com/MeFOhpwds8

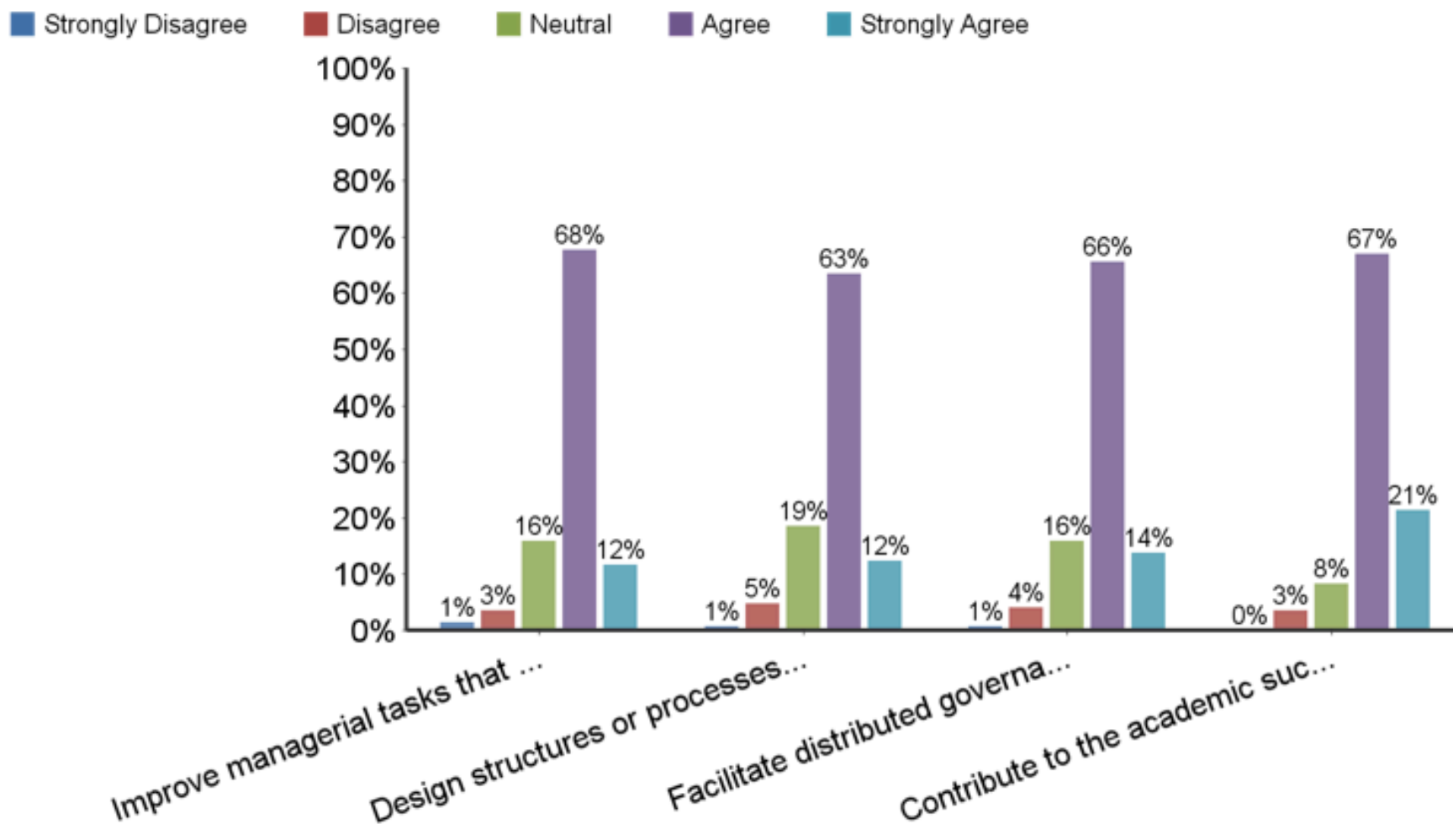




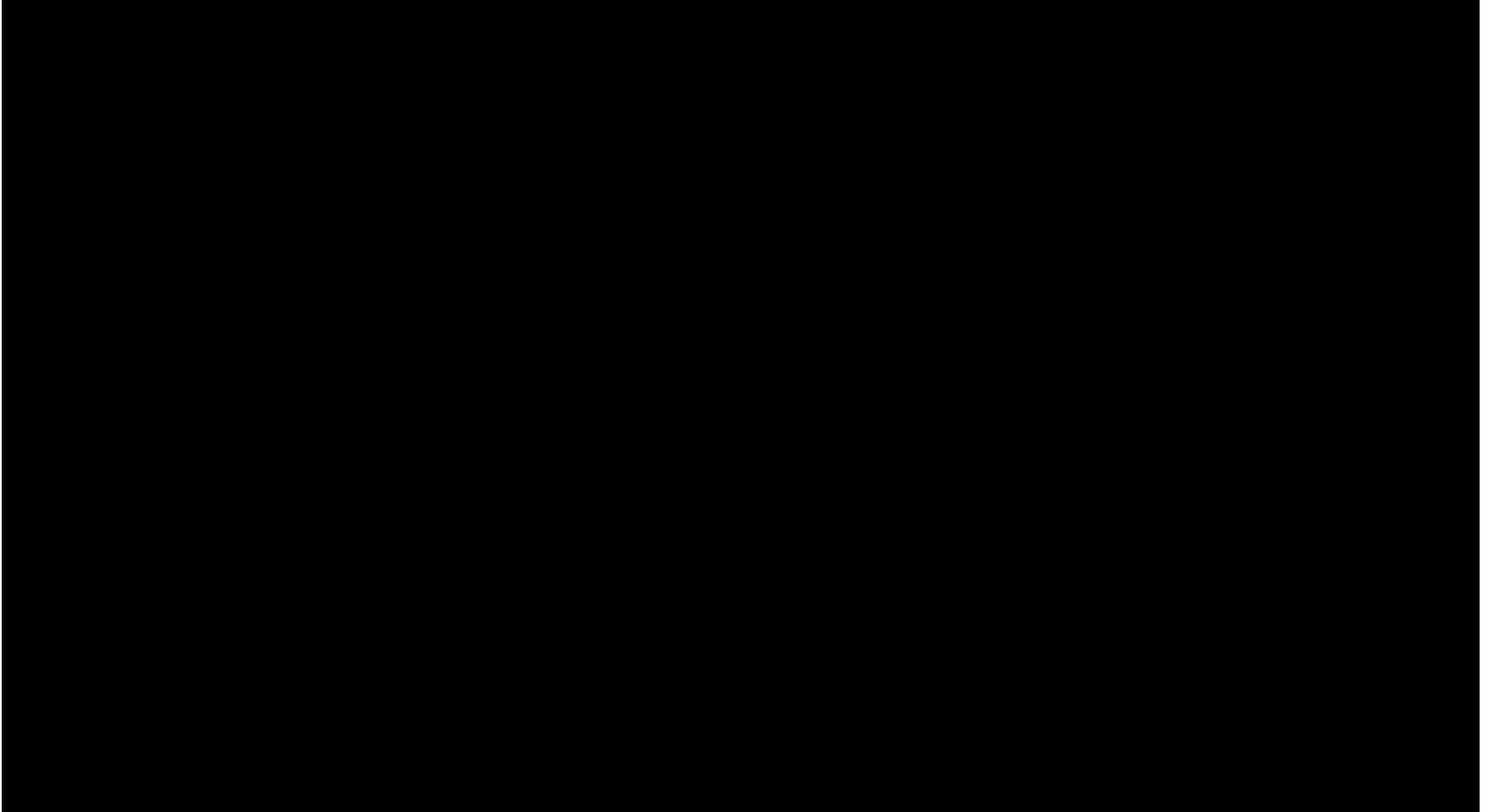
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Summer Institutes Video





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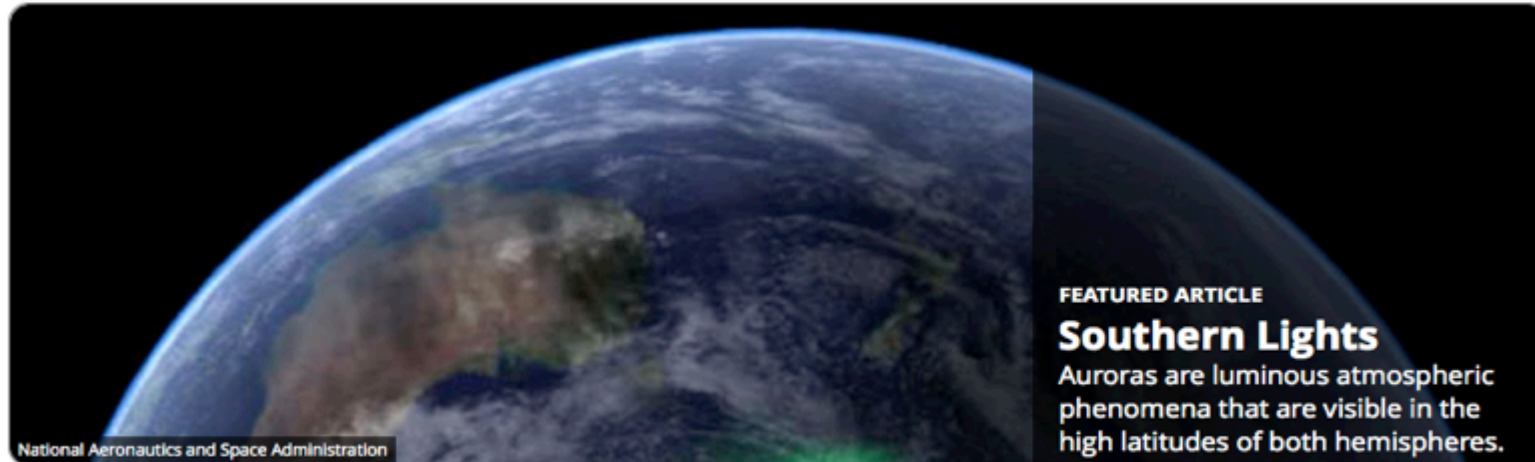
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National Aeronautics and Space Administration

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Southern Lights

Auroras are luminous atmospheric phenomena that are visible in the high latitudes of both hemispheres.

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Biography of the Day



Virginia Dare

On this day in 1587, Virginia Dare was born on Roanoke Island, Virginia—the site of the first attempted English settlement in North America. She was the first child born of English parents in the New World.

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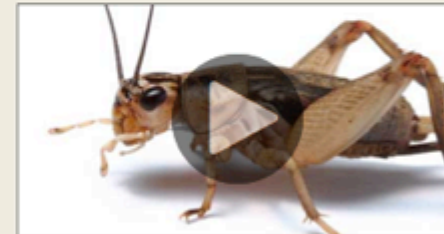


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Martin Luther King, Jr.

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Early Life

Civil-Rights Efforts

Additional Reading

Did You Know?

King was inspired by the Africans who gained independence from colonial rulers during the 1950s.

Introduction



Julian Wasser

(1929–68). Inspired by the belief that love and peaceful protest could eliminate social injustice, Martin Luther King, Jr., became one of the outstanding black leaders in the United States. He aroused whites and blacks alike to protest racial discrimination, poverty, and war. A champion of nonviolent resistance to oppression, he was awarded the Nobel peace prize in 1964.

From A to Z

◀ Mackenzie King

Micki King ▶

Early Life



Martin Luther King, Jr., was born in Atlanta, Ga., on Jan. 15, 1929. His father, Martin, Sr., was the pastor of the Ebenezer Baptist Church, a black congregation. His mother, Alberta Williams King, was a schoolteacher. Martin had an older sister, Christine, and a younger brother, Alfred Daniel.

Martin encountered racism at an early age. When he was 6, his friendship with two white playmates was cut short by their parents. When he was 11 a white woman struck him and called him a “nigger.”

A bright student, he was admitted to Morehouse College at 15, without completing high school. He decided to become a minister and at 18 was ordained in his father’s church. After graduating from



Martin Luther King, Jr.

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North Carolina Common Coi

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GRADE

7

Go

Grade 7

LANGUAGE ARTS

NC.CC.7.RI. — Reading Standards for Informational Text

— Key Ideas and Details

7.RI.1. — Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

+ 4 EDGATE LESSONS:

7.RI.2. — Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

+ 5 EDGATE LESSONS:

7.RI.3. — Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

+ 12 EDGATE LESSONS:

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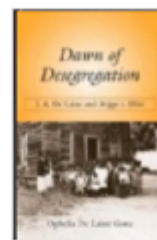
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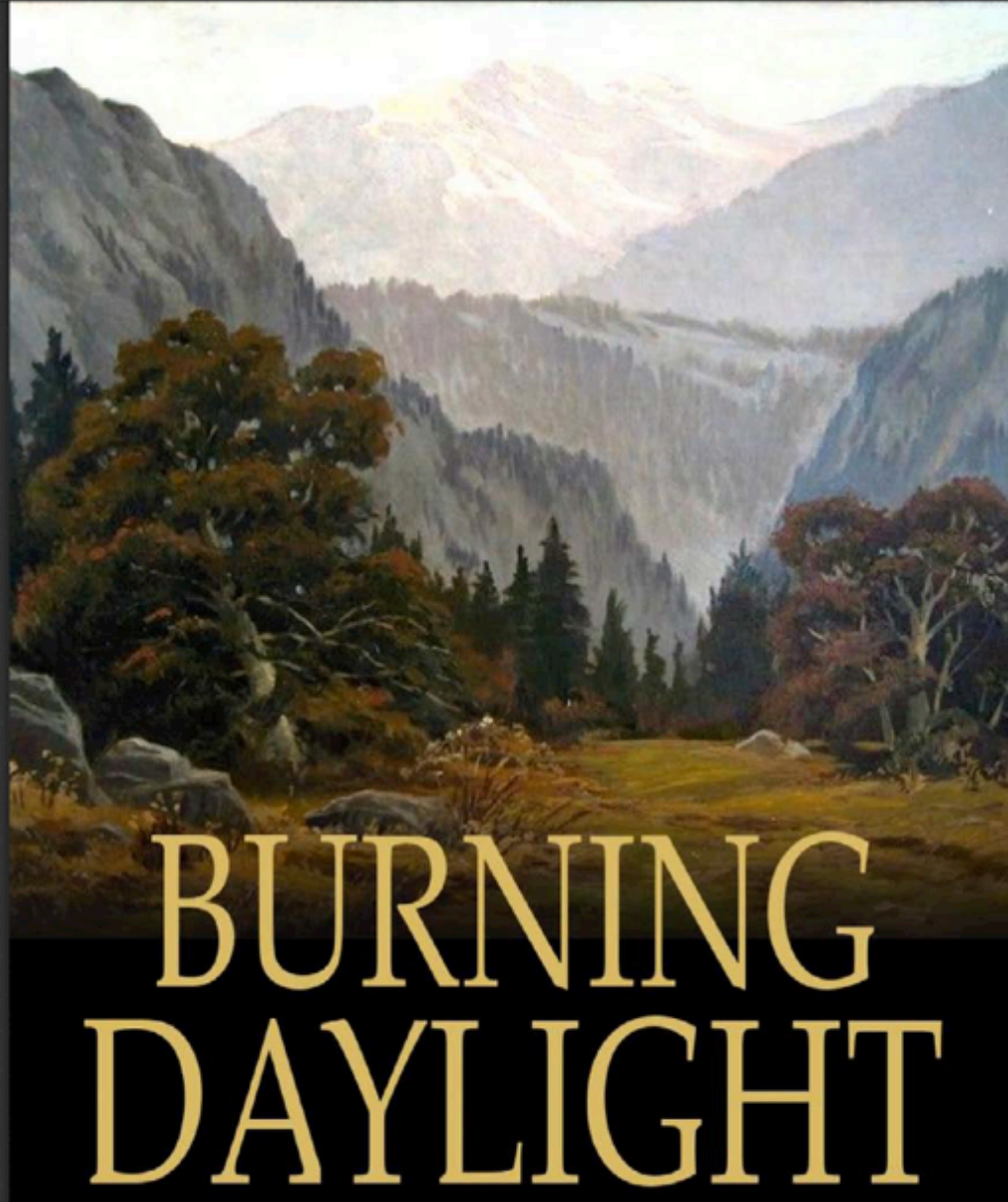
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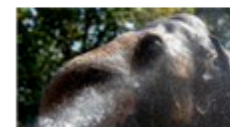


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The Hubble crew was just two weeks away from liftoff last fall when Hubble broke down and stopped sending pictures. NASA got the telescope working again with a backup channel on the failed command and data-handling unit, but the shuttle flight took a seven-month hit as engineers scrambled to get an old spare unit ready for launch. Now astronauts are again ready to rocket away to the most famous telescope of modern times. They'll be taking up new scientific instruments, replacement parts for broken cameras and fresh batteries that should keep Hubble running for five to 10 years. An audio slideshow of Hubble crew members talking about preparing again after Hubble didn't launch last fall is available in the [_science/shuttle_hubble](#) folder.

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One last repair mission to fix hobbled Hubble



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Dan Sparlin

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